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AUTHOR Doty, Leilani, Ed.
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ABSTRACT

This conference presentation describes a program designed to help counselors integrate career-development concepts with research on the needs of older people. The first part deals with the effects of loss, transition, and change on the self-concept of the older person. The second part reviews needs-assessment studies of older people and presents a sample interview worksheet to help counselors assess how well an individual is adapting to a career transition. The third and final part presents group exercises to prepare counselors and other professional helpers for work with older people: case studies of older people who are undergoing the physical and emotional changes associated with aging, and who are experiencing emotional-adjustment problems centered on loss and career transition, are keyed to specific psychosocial theories from which counseling strategies are derived. (CS)

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USING CAREER DEVELOPMENT THEORY TO HELP OLDER PERSONS

A Program Presented at FACES and FPGA, Daytona Beach, Florida, 1979

Presenters:

John Dileo, University of Florida
Leilani Doty, University of Florida
Ken Jones, University of Florida
E. L. Tolbert, University of Florida

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Edited by:

Leilani Doty, University of Florida

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Introduction

Brief Summary

This program presents a brief review of research and theory on the career development of those age 50 and over, followed by a needs studies, and descriptions of some active programs. Theory and research is then put into practice with audience participation activities.

Definition of Terms

The following terms are defined to clarify use in the presentation:

1. Career Development Theory - Those theories which deal specifically with how people learn about themselves, careers, opportunities, decision making, and how they find personal meaning in education and work.
2. Career - Work, education, leisure, and volunteer activities that make up a major aspect of one's life style.
3. Older Persons: Those 50 - 55 and beyond (not "old", but "older").

Purpose of the Program

There has been increasing concern about the needs of older persons. Gerontology research has been initiated. Model programs have been established to promote healthy living. Legislation has been directed at various types of discrimination, including compulsory retirement practices. Increasing attention is being given to life-long education. Colleges are facing the prospect of dealing with an older student population as the effects of the declining birth rates of the past several decades begin to be felt. Community colleges, in particular, are starting to build programs and services for older students.

While there has been an increase in concern for the overall health and well-being of older persons, little attention has been given to their career development. Many theorists stop short of dealing with the 55 or 60 plus age groups. Evidence, much of it anecdotal, suggests that career, broadly defined, is of tremendous concern. Statements such as the following are typical: "How can I use my time?" "I feel useless without anything of importance to do." "I want to keep active, but cut down on my full-time work." "I want to change to some other work, but what can a person my age do?"

Career development theory and research have much to offer counselors and program planners working with older persons, but useful concepts and practices must be adapted to fit their unique needs and characteristics. The ACES position paper (Hansen, 1978) emphasizes this point in stating that all counselors should have knowledge and competencies in "the unique career development needs of.....older persons and the skills necessary to assist them in their development." (Hansen, 1978, p. 177)

This program has three major objectives, reflecting the needs described above.

1. To help identify career development concepts that are useful for facilitating the development of older persons.
2. To increase awareness of the career development needs of older persons.
3. To give practice in some skills that may be applied to jobs that provide services to older persons.

Phase I: The Self-Concept in Career Development

Over a person's lifetime many facets of experience contribute to the self-concept, the image of self that contributes to a feeling of identity, a sense of being. Many interests, activities, and social interactions contribute toward a person's feeling worthwhile, purposeful, and significant. These contribute to a healthful self-concept. The influences of many situations, relationships, and roles develop and maintain ones self-concept.

Super (1957) explains self-concept as a system of simple precepts eventually summating into a self-concept system. Simple sensory impressions plus cognitive evaluation result in a simple self-concept. More than one self-concept lead to a general self-concept; more than one general self-concept add up to a self-concept system. The vocational self-concept is a part of the total self-concept system. The following simplified diagram shows the development of a general self-concept, a carpenter, for example, one role in the self-concept system (see page 4).

As people grow older and experience change, they lose precepts and self-concepts through natural physical and social attrition. If they experience health loss, family loss, and social loss faster than they can recover and compensate, with new precepts and self-concepts, they may become overwhelmed by the emptiness of lost self-concepts (roles or identities) and withdraw from their environment. This overwhelming transition may result in depression or psychosis. Understanding the complexities of the self-concept system assists the professional helper in restoring or replacing the emotional vacuums experienced by older persons. Altering a secure vocational self-concept by a job change, job loss, or retirement may represent one self-concept change or be one of many concommitant

(1)
Simple precept or sensory impression

I hold a hammer
+
I hit a nail

→

(2)
Cognitive evaluation

I hammered the nail neatly

→

(3)
Simple self-concept

I hammer skillfully

(4)
Simple self concepts

I hammer skillfully.
+
I cut wood well.

→

(5)
General self-concept

I am a good carpenter

→

(6)
Self-concept system

I am a good:

a. spouse
b. parent
c. carpenter
d. voter
e. etc.

CARPENTER, VOCATIONAL SELF-CONCEPT

changes, such as loss of job, spouse, and home. To empathize with the emotional devastation of loss experienced by older people, the audience is invited to participate in the following Loss Exercise.

Loss Exercise:

6 Things I Like About Me		

Leader's Instructions

1. Materials: 1 blank sheet of paper and pencil.
2. To group members:
   a. This is a personal exercise to help you become aware of yourself. Your answers are private. We won't be sharing written material.
   b. Block out 6-10 spaces (depending on available time; 6 spaces for a 30 minute exercise, 10 spaces for a 60 minute exercise - with a group of 20 or more). Fill in the blocks with things, people, pets, or personal traits that you like in your lives. (Takes about 3-5 minutes.)
   c. Cross off the 2 least important items listed.
3. Leader note:
   a. After everyone is finished, have them cross off 2 more items. The leader listens to grumbling, but encourages everyone to participate. Crossing off occurs one at a time when there are fewer than 3 items left.
   b. After everyone savors the last item left, it is crossed off.

c. Immediate processing of feelings and support is important. About 30 minutes should be allowed to facilitate feelings and to terminate the experience. Typically the exercise is very intense. Older people share readily; younger people share when encouraged. The obvious analogy to age and loss becomes strong and real to group members.

Phase II: The Needs of Older Persons

Over the past decade, interest in gerontology and the needs of older persons has risen tremendously. The following section will review three needs assessment studies conducted over the last five years and will then present a transition model for use in evaluating the specific needs of older persons.

Gordon Fleer, using data from a study conducted in 1975 (Fleer, 1975), divided the needs of older persons into two categories, physical needs and psychological needs. Physical needs include: Health, Income, Housing, Personal Enhancement, and Recreation. Psychological needs include: Internal, External and Internal - External. Maintaining a positive self-concept is considered an internal need. Family relations are seen as an external need. Feeling useful and having at least one close friend are considered Internal - External needs.

In 1977, Mary Ganikos published the results of a needs assessment conducted with a sample of older persons attending Florida community colleges. According to her study, six areas of needs were prioritized from greatest to least need: Educational Needs, Adjustment to Life Situation, Personal Adjustment, Socio-Interpersonal Adjustment, Vocational Needs, and Family Relations. (Ganikos, 1977)

A needs assessment of older persons, based upon Maslow's Needs Theory, was conducted in 1979 by James Orr. Orr sampled retired educators in Florida. His finding indicated that, overall, the level of expressed need was low. However, three needs, which were expressed, were safety needs, physiological needs (areas Maslow calls lower order needs), and self-actualization needs (Orr, 1979). Two self-actualization items -

"I'm not growing as a person" and "I don't express myself creatively" were in the top ten items expressed by the sample (Orr, 1979).

In reviewing the three studies presented above, it becomes apparent that issues such as "Personal Enhancement", "Maintaining a Positive Self-Concept", "Adjustment to Life Situations," and "Self-Actualization Needs" are concerns for many older persons. These issues are critical to the area of career development, particularly career transition and retirement.

While it is important to be familiar with the research concerning the needs of older persons, it is also important to remember that older adults are individuals, who come to professional helpers with unique personal concerns and needs. Nancy Schlossberg (1979) has developed a transition model of adaptation that may be utilized to assess the personal needs and level of adaptation of older persons experiencing transition. (Figure 1). The model takes into consideration (1) the characteristics of the transition, such as source, timing, duration, and degree of stress, (2) the characteristics of the environment, both pre and post transition i.e., support systems, family relation, etc., and (3) the characteristics of the individual, i.e., health, psycho-social competency, previous experiences, and expectations. Based upon these three areas, an assessment is made about the individual's needs and adaptation to the transition. This model is particularly useful in judging how well an individual is adapting to a career transition, such as the transitions of vocational change or retirement.

Transition Selected:

Factors influencing clinets adaptation (Check number that is applicable on continuum)

1. Transition

Source:	1 Internal	2	3	4	5 External
Timing:	1 On-time	2	3	4	5 Off-time
Affect:	1 Positive	2	3	4	5 Negative
Duration	1 Temporary	2	3 Permanent	4	5 Uncertain
Degree of Stress:	1 High	2	3	4	5 Low
Role:	Increment	Deficit			

2. Pre/Post Environment

Intimate relationships					
Curren	1 High	2	3	4	5 Low
Pretransition:	1 High	2	3	4	5 Low
Network of friends					
Current:	1 High	2	3	4	5 Low
Pretransition:	1 High	2	3	4	5 Low
Family cohesiveness					
Current:	1 High	2	3	4	5 Low
Pretransition:	1 High	2	3	4	5 Low
Institutional support					
Current	1 High	2	3	4	5 Low
Pretransition:	1 High	2	3	4	5 Low
Physical environment similarity					
Pre/Post	1 High similarity	2	3	4	5 Low similarity

(Continued on next page)

3. Individual characteristics

Health Impairment:	1 Low	2	3	4	5 High
Check:	1 Health Optimist	2	3 Health Realist	4	5 Health Pessimist
Psychosocial competency					
Attitudes toward self:	1 Favorable	2	3	4	5 Unfavorable
Outlook:	1 Optimistic	2	3	4	5 Pessimistic
Coping orientation:	1 High Initiative	2	3	4	5 Passive
Previous experience with similar crisis:	1 Enabling	2	3	4	5 Disabling
Expectations about transition:	1 Expected	2	3	4	5 Surprising

ADAPTATION:

On the basis of the interview rate person's adaptation on a 1 to 5 scale. List numbers 1a, 2a, 3a, 4a, 5a.

1.
2.
3.
4.
5.

List degree to which interviewer is pervaded by transition

5 = High
1 = Low

COUNSELOR'S INTERVENTION

1. On the basis of the person's degree of adaptation and particular problem areas, list several strategies for helping individual.
2. On the basis of the worksheet, what interventions would you suggest for each person? Would you be able to suggest programs which might help others facing this transition?

(Continued on next page)

Interview Worksheet (continued)

People experience many different feelings from the time they anticipate a transition until long after it occurs. Which of these objectives describe your feelings?

	Pretransition	Right after transition	Now
Denial			
Anger			
Sadness			
Depression			
Joy			
Happiness			
Apathy			
Confusion			
Introspection			
Excitement			
Challenge			
Bright			

Final Question

If you were asked to write an article for the Sunday Supplement of the Post describing this event from your point of view, what would you say - what would you highlight?

Figure 1. Ganikos' Interview Worksheet - N. K. Schlossberg, "Adaption of Older Adults" in M. Ganikos et. al., Counseling the Aged, Washington, D. C.: APGA, 1979, p. 98-99.

Phase III Insight and Growth
(Experiential Activities to Build Helping Strategies)

Many career development theories contain useful concepts for counselors of older adults. From the approaches of Super's self-concept, roles, needs, sociological influences, developmental factors, and social learning theory (Tolbert, 1974), the counselor may use varied perspectives to assess and provide direction for the client to begin problem solving concerns that interfere with fulfilled living. Equipped with varied counseling perspectives, the professional helper becomes more sensitive to the needs, attitudes, behavior, and learning style of the helper and is more flexible in providing the growth-inducing environment for the evolving client.

Introduction of Exercise

To present variable resources for the searching client, the helper must continually update, refine, and enhance professional skills. The following exercise, "Career Counseling Strategies," uses three specific career counseling processes for work with older persons. The exercise setting may be any small, contained group discussion room that comfortably accommodates 15 - 30 people. The large, total group, identified as the meta-group, and the randomly divided smaller groups, identified as the sub-groups, focus on problem solving, use individual resources, workshop structure and information, and promote supportive feedback to develop counseling skills.

Group Leader Responsibilities

While explaining and directing the exercise for the counselor participants, the group leader should facilitate sub-group member interaction.

The perceptive leader encourages creative processing of the task, increases sub-group motivation, reinforces task orientation, and encourages interpersonal group-maintenance activities. The group leader thus instruments sub-group esteem, supportive interaction, and consequent openness to novel approaches and technigue development.

Purpose of Case Studies

The case studies are designed to present obvious and subtle enigmas disguised within a distressed, personable human identity. Obvious counseling needs in the case studies include a focus on communication skills, physical and social loss, adaptation to environmental changes. and motivation and renewal of resources. Subtle counseling needs may include the lack of continuous social, emotional growth, non-individuation, a poorly developed self-concept, and a dependent/passive lifestyle. Counseling plans may focus on family counseling, develop an extended family, deal with immediate physical (health), environmental, work, or leisure changes, prioritize goals, reinforce specific current activities, and renew social support systems.

Directions for "Career Counseling Strategies"

Divide participants into 5 sub-groups to work as independent factions on 5 different case studies. Each group will:

1. (Time allowance: 20 minutes.) As a sub-group, work on your assigned case study using Approach A (page A-1).

2. (Time allowance: 15 minutes.) Reconvene as a meta-group for solution sharing and minimal feedback.

3. (Time allowance: 15 minutes.) As a sub-group work on Approach B. Leader clarifies that each sub-group has located its specific Approach B

sheet (pages A-3, A-5, A-7, A-9, A-11)

4. (Time allowance: 15 minutes.) Reconvene to the meta-group for solution sharing and minimal feedback.

5. (Time allowance: 10-15 minutes.) As a sub-group, work on Approach C (page A-1).

Note to leader: As soon as the sub-groups resume working on Approach C, the leader abruptly calls for attention and introduces "the sudden onset of physical debilities" factor as an essential consideration for the individual case studies. Physical debilities, which are written on small index cards and randomly distributed one to each sub-group, include:

1. Severe headaches: related to chronic high blood pressure and stress.
2. Deafness - both ears.
3. Nerve tremors in extremities.
4. C.V.A. (shock) resulting in lower body paralysis.
5. Diabetes - acute, needs daily insulin injections, diet change, careful activity schedule.

6. (Time allowance: 15 minutes.) Reconvene to the meta-group for solution sharing and feedback. Process feelings regarding "sudden onset of physical debilities."

7. (Time allowance: 30 minutes.) Group leader summarizes total group process, insights, experiences, and faciltates individual sharing. Group leader links personal sharing, insights, and individual growth as a result of the group experience to future career counseling situations.

Total time allowance: 2 - 2-1/2 hours (See Appendix A)

The experience of the "Career Counseling Strategies" allows counselors and other professional helpers to struggle with new techniques, contribute their developed professional resources, and integrate the sub-group experiences in a milieu of shared growth. The stimulation of new insights shared with others under the guidance of this structured exercise rejuvenates the counselor's attitudes as well as client approach. The professional is thus better prepared to help the older person adjust to career transition.

Discussion

The program adapts readily to formal or informal groups that desire to learn through applying concepts to realistic human problems. The resources of counselor educators and the enclosed brief theoretical paradigms elicit new and refreshed perspectives to the perplexing concerns of older persons in the challenges of transition. The recommended group size of 15-30 sub-groups easily into 3-5 members for an intensive learning experience.

A large spectrum of people, working with older persons benefit from this model. The program has been successful with professionals and paraprofessionals, teachers, administrators, volunteers, gerontologists, nurses, academicians, counselors, social workers, and college students. Anyone interested in an evaluation format for the program or a 3-8 hour workshop presentation should contact Leilani Doty, Editor, Center for Retirement Counseling, Norman Hall, University of Florida, Gainesville, Florida 32611.

Appendix A

PHASE III - Exercise Career Counseling Strategies

Directions:

Set up a counseling plan for your client using three approaches:

Approach A:

Your current expertise. Use the mode resources, techniques with which you currently approach the presenting problems of clients.

Approach B:

Use the specific theory approach assigned to your small group.

Approach C:

Use Takouhy's Worksheet to explore the client's transition and degree of adaptation in approaching the presenting problem

Takouhy's Worksheet Life Arenas	Current Status	Desired (Future) Status in - years	Steps Toward Goal
1. Career			
2. Economics			
3. Health and Longevity			
4. Emotional Adjustment			
5. Leisure			
6. Environmental Comfort			
a. Social Support System			
- family			
- friends			
b. Housing			
c. Transportation			
d. Legal Issues			

SUB-GROUP 1 CASE STUDY

62 YEAR OLD INDIVIDUAL

My spouse just died six months ago and I don't know how I can manage without having another person around to share life with. We have gone through so much together -- I can't believe it happened so fast to end up in this emptiness.

We were like childhood sweethearts, always happy together. We learned to ride bikes and roller skate at the same time -- went to the first day of school together. When we were ten years old, we shared a newspaper route. We were in high school plays together.

After college, Ronle headed up the Advertising and Sales Promotion Department and I became the editor of our small mid-western community newspaper. We took off time to have babies, shared the diapering, camped throughout the country on summer vacations, and even traveled to a couple of European archeological sites with our children.

We saved a small nestegg, but felt it was more important to invest in the family so we could grow and learn together.

One year I studied Spanish while Ronle studied Russian and Russian literature. Once in awhile I think about brushing up on my Spanish, but it seems insignificant now.

We used to be too busy to help with the local school board and community politics. We made a pact with each other to get involved with local political issues -- budgets, rezoning, ecology, etc., give our fair share to the community, improve it for our grandkids when we retired.

I'll retire in three years. I've slowed down quite a bit. I have nothing to look forward to -- can't even chew on a good roast cause my teeth hurt so. All our plans to move South and play golf all day by the beach are like a lost dream. I have no desire to go anywhere or be with anyone these days. I guess I must be nearing my own death anytime now.

SUB-GROUP 1 Specific Theory for Approach B

Super's Theory: One's lifestyle is the number, types, extent, and intensity of roles played. People develop and maintain self concepts by innate experience and social comparison (Tolbert 1980.)

1. What is the client's lifestyle?
2. What roles did the client assume throughout his/her life? Child, student
   leisure --
   citizen --
   worker --
   or
   unemployed worker --
   spouse --
   homemaker --
   parent --
   pensioner --
   patient --
3. How much time was spent and what roles were played in each theater?
   home --
   school --
   community --
   work --
4. What are the role expectations in terms of self and others?
5. How does the past history of role performance meet positive or negative self-expectations?
6. How does the perspective and experience of an older adult contribute to the findings of a Career Maturity Inventory (CMI)?

   The CMI assesses:

   a. Exploration -- crystalizing and implementing an occupation
   b. Establishment -- securing a position and making progress
   c. Maintenance -- holding one's own and advancing in the occupation
   d. Decline -- read as CHANGE as age increases

SUB-GROUP 2 CASE STUDY
49 YEAR OLD MALE

I've been married 18 years and I think my wife, Ann, is going to leave me. I've been talking to my minister for almost a year about the problem. Ann refuses to see anyone, refuses to talk to me, the minister, or anyone else about the problem. I know she's mad at something.

Ever since she started taking courses at the college, she stopped listening to me. She's my wife, but she won't listen. She knows everything now.

What does she know! I am the one who supports the family.

I can't figure out what's happening to everyone. I've been a chassis inspector for 20 years. It's a good, steady job. All of a sudden, I hate going to work. It's all her fault. She's going to leave; they'll probably lay me off again. This energy crisis is affecting my job. I gave them my best years and what thanks do I get?

Next year I'll be 50. What do I have to show for it? I own a 10 year old car. My two kids act like they don't know me. I can't keep up the house payments if I lose my job. I hate that job anyway.

I know she's going to run off and leave me with the kids. All these years, I supported her and now when I need her most, she's going to move out. She's always with her weird friends. How can a man take care of a mess like this?

I should have gone into the navy the day after high school graduation. At least I would have been someone. I would have seen the world, lived a little. Now I'm stuck in this mess.

If I could just move to a new neighborhood, buy a new car, and get a

job that would get me someplace -- do what I really want. I know that would change everything. They don't need me at that auto plant. Work isn't what it used to be. I know I've got a lot to offer. I should move and get a new job.

SUB-GROUP 2 SPECIFIC THEORY FOR APPROACH B

Hedeman -- Decision Making for Changes in Work and Ego identity (Tolbert, 1980)

1. How has the client processed through the decision making stages? Note the client's strong and weak areas and what steps to take to help the client.

   A. Anticipation of decision:

      1. Exploration -- What courses of action have been set up to pursue a new career? What goals does the client have?

      2. Crystalization -- What occupational direction has the client started?

      3. Choice -- What decisions has the client made?

      4. Clarification -- How has/may the client review plans and visualize her/himself in the new situation?

   B. Implementation of decision:

      1. Induction -- How has/may the client enter the new situation and seek approval?

      2. Reformation -- How has/may the client act upon situations and assert her/himself in the new experience?

      3. Integration -- How does the client see her/himself balanced between her/his needs and the demands of the setting?

II. Futurism -- " Power"

   A. What insights of the client may be useful in generating active construction of her/his own future?

   B. What victimized feelings does client display? i.e. weak, helpless, worthless.....

SUB-GROUP 3 CASE STUDY

69 YEAR OLD FEMALE

I must be going crazy. I wake up at five o'clock every morning after tossing and turning all night with my bad back and my arthritic knees. I do a few exercises in bed to get my knees and elbows going. After some coffee, I do my housework, have breakfast, do some gardening, or visit with a neighbor. By 10:00 A.M. my day is all finished. I can always crochet or putter around, but it seems so senseless. I can't stand those soap operas on t.v. and I can't see to read anymore.

After my three kids grew up, 25 years ago I returned to college and earned a master's degree in education. I taught at a newly built Christian High School in town until I was 65. My husband died that year. I wrote poetry and short stories 'til my cataracts got so bad, I couldn't see a thing. After surgery and a few complications, my eyesight never became good enough to read or write legibly.

The radio gives me the news and a cleaning lady visits once a week to scrub what I've missed. My next door neighbor helps with my mail and bills.

Everyone in my family lives to 100, so I've got about 30 years of living left in me. But I can't go on like this.

If I could see to write, I wouldn't mind my aches. I have so many ideas, but I can't see enough to write them down. Maybe I should rock on my porch like the widower down the street. But he's just wasting away. Maybe that's what's happening to me.

SUB-GROUP 3 SPECIFIC THEORY FOR APPROACH B

Blau et al. Sociological -- the importance of social structures on the individual's development of personal attributes and occupation opportunities to determine the suitability of a job or desired activity. (Tolbert, 1980).

I. How does the client's long term social status (high-middle-low social economic group) relate to occupational choices or interests?

   a. What factors comprise the individual's background?

      1. Family life
      2. Community experience
      3. Work history
      4. Self perceptions
      5. Own attitudes regarding aging
      6. Society's attitudes regarding aging

   b. What realities (opportunities or barriers) affect his/her occupational choice?

II. What are the client's preferences and qualifications for an occupational choice?

   a. Does he/she have information about the occupation?

   b. What are the technical qualifications?

   c. What is the social role involved?

   d. What is the client's reward value hierarchy (amounts and types of reward involved)?

   e. What formal opportunities has the client had?

   f. What are the functional requirements of the job? (i.e., communication -- speaking ability, easily establishes good rapport with public).

   g. What are the nonfunctional job requirements, such as age, skin color?

SUB-GROUP 4 CASE STUDY

82 YEAR OLD FEMALE

Next week my youngest grandson is graduating from college with honors and moving out of my house. I'm really afraid of living alone in that big house, especially since the neighborhood has changed so.

My husband died suddenly when I was 35 and left me stranded with five young children. I managed to find a job and raise them. By the time my youngest daughter married and left home, my eldest daughter and two children moved in. Well, I've raised four grandchildren and helped Sam, this last one, through college. They're all fine children and I'm proud of them.

Now, I'm not sure what to do with myself. I'm very active at church. With Sam moving out, I'm afraid of living alone and I don't want a stranger living in my house. I don't know how I'll keep up the yard. Sam always did so many odd jobs.

Life has passed by so quickly. I was really caught off guard by my husband's death and probably ruined my children, I neglected them so. I worked so hard for such little money to support them. I never had a moment for myself. But now, I'm not sure what I want to do. Or, if I can handle it. I can't even drive a car to get anywhere. Thank goodness, I have my health.

I don't like self-pity and fussing over feelings, but I am worried about what's going to happen after Sam moves out.

SUB-GROUP 4 SPECIFIC THEORY FOR APPROACH B

Krumboltz, Mitchell, Jones (1975) Social Learning Approach Involving educational exposure, changing life style, personal adjustment, socio-interpersonal relationships, family, and vocational interests and experiences. (Tolbert, 1980).

I. How have the following four influences affected the client?
   a. Genetic endowment and special abilities
   b. Environmental conditions and events
   c. Learning experiences
      1. Academic
      2. Experiential (living)
   d. Task approach skills

II. How do the above four influences affect the following three types of client consequences?
   a. Self observation and generalizations
   b. Task approach skills
   c. Actions

III. What does the client think she/he can do well?

IV. What effect have failures/successes made on the client?

V. How will the client cope with continuing change, such as decreased work ability, job change, and changed social support system?

SUB-GROUP 5 CASE STUDY

52 YEAR OLD MALE

I'm an Air Force veteran, retired after 30 years' service as a pilot and flight instructor. I bought a lake home in North Florida, so I could have a little farm, go fishing, and be available for the Pilot Training School at the nearby airport. These past two years my wife has managed the crops -- she has really taken to farming. I just can't seem to get into it. The fishing is nice, but that's not a job. My wife says I should go back to school. My kids tell me to enjoy my retirement, but if I don't do something useful..... I feel like I'm at a dead end. There's nothing exciting about the future.

If I go back to school, could I handle that? What course do I start with? I always enjoyed classroom teaching. But the age difference between those students and me! Could I handle the studying and writing homwork? How could I keep up with the assignments? At my age with my white hair, I should be at the blackboard teaching, not taking notes.

Still, when I was a kid, I wanted to be a teacher at a small college like my Uncle Joe. He used to take me to his office and let me draw all over the blackboard. Sometimes he'd pretend to be my student, ask me questions -- it made me feel so important.

I don't think I could start a different job at this late date. I may die tonight; all this planning and working would be wasted. They really don't need me at the Aviation Academy, so I get no calls to help teach. I don't want to move. I like this area. My wife has a good job as the principal of a small elementary school. She's happy and that means

a lot to me.

I do like to teach, though. I don't like not working and losing contact with the job market. The longer I don't work, the less sure I feel about being able to teach, especially keeping up with trends.

I was hoping you could tell me what outlets are available. I almost resent my wife for being so happy. How does she do it? She can't understand why I don't just jump into something. I need some answers.

SUB-GROUP 5 SPECIFIC THEORY FOR APPROACH B

Levinson Gould Developmental Approach of Late Adulthood (40 - 55 years) -- changing life structure in the biological, psychological, socio-cultural dimensions affecting health, income, recreation, work, and the internal-external self. (Tolbert, 1980).

I. What are the realities of the client's accomplishment to life?

   A. Failure to achieve dreams and goals

   B. Disappointed or happy with self

   How does client deal with such realities?

II. How does client relate to change?

   A. Physical changes -- increased limitations

   B. New balance of involvement between society and self

   C. Changing sense of integrity in own life

   D. Perspective to others and self

   E. Interiority: the inner life
      self inventory
      self appraisal

III. What are the new sources of vitality and generativity in and for the client?

IV. How may the client avoid stagnation?

V. How does the client's concept of remaining time left to live relate to her/his unfinished goals?

VI. How may client develop a social support system to care for internal (self worth) - external (family) psychological factors?

APPENDIX B

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